

Principals' Human Capital Development Practices For Enhancing Staff Personnel Administration In Secondary Schools In Oyo State, Nigeria

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Abstract: Unsatisfactory performance of secondary school students in external examinations in Oyo State seems to suggest lapses in principals' application of human capital development practices especially in the areas of training and mentoring of teachers to enhance instructional delivery. This unpleasant state of affair necessitated the researchers to investigate principals' human capital development practices for enhancing staff personnel administration in secondary schools in Oyo State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey design was adopted for the study. The study population comprised all the principals and teachers in government owned secondary schools in Oyo State. The researchers adopted a proportionate stratified sampling technique to draw 94 principals and 588 teachers. Two version of the researchers developed instrument titled "Principals' Human Capital Development Practices Questionnaire (PHCDPQ)" were used for data collection. The instrument was validated by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument were ascertained using Cronbach Alpha and the co-efficient obtained for cluster, I and II of principals' version were .86 and .89 respectively while the co-efficient obtained for cluster, I and II of teachers version were .83 and .85 respectively. The administration of the instruments was done by the researchers together with ten research assistants who were briefed on what to do. Mean and standard deviation were used to answer the research questions while t-test statistic was used to test the hypotheses. The results of the study showed among others that principals have not adequately employed training practices for enhancing staff personnel administration in secondary schools in Oyo State. It also revealed that there is no significant difference in the mean ratings of principals and teachers on principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State. Based on the findings, it was recommended among others that government should provide annual grants for principals to sponsor teachers workshops, seminars and conferences in order to enable them update their skills and knowledge on current issues and also help them adapt to innovation in educational practices. Conclusion was drawn.

Keywords: Human capital development practices, mentoring, staff personnel administration, training.

1. Introduction

Education fosters self-understanding and promotes the development of one's skills, knowledge, potentials, values and norms in accordance to the societal norms. In education system production process, human capital is one of the important factors that control other resources in enhancing instructional delivery. Human capital is a compendium of competencies, abilities, skills, knowledge and other attributes possessed by individual in order to perform a given task in an efficient and effective manner. Similar to this, Ajisafe, Orifa and Balogun (2015) defined human capital as the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being. Aslo, Udu and Ewans (2016), defined human capital as a collection of resources that consist of experience, intelligence, skills and knowledge among others that are possessed by individual. These skills and knowledge among others could emanate from natural endowment, experience, formal education or training. The constantly changing and complex educational programmes require principals to strive for human capital development to keep staff abreast of evolving challenges emanating from the society. Investing on human capital development provides sustainable framework that allow for greater operational dexterity and efficient necessary for improved job performance (Udu & Ewans, 2016). Human capital

development is a process or any form of assistance rendered to an individual for skills acquisition, knowledge and competencies in performing a given task. To support this, Marimuthu, Arokiasamy and Ismail (2009) defined human capital development as the processes that relate to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values and social assets of an employee, which will lead to employee's satisfaction and performance. There are several human capital development practices to improve staff job performance and these include training, orientation, mentoring, guidance and counseling among others. To buttress this, Indradevi (2011) outlined human capital development practices to include: recruitment, training, counseling, mentoring, empowerment and performance appraisal. However, this study focused on two human capital development practices namely: training and mentoring. Training is any form of support, guidance and assistance rendered to an individual to enable him or her develop skills, attitudes and knowledge needed to execute a given task. Azaru, Syed and Muhammad (2013) defined training is the process of improving the existing skills, knowledge, exposure and abilities in an individual. Training offer one opportunity to upgrade his or her skills and knowledge in order to cope with challenges brought about by innovation in the society. Also, Eleje, Maduagwu and Odigbo (2013) pointed out that for a teacher to deliver

effective service, he or she must keep track of new ideas, knowledge and development in the world through continuous training and re-training programmes. The training practices entails providing opportunities for teachers to attend workshops, seminars and conferences, granting study leave to them at when necessary, encouraging them to attend refresher courses and organizing orientation programmes and symposium for them among others. Mentoring is a practice whereby a more experienced person provides information, support, guidance and assistance to a less experienced person so as to enhance his or her skills and knowledge. As also defined by Olu-Ajayi (2016), mentoring is a supportive relationship established between two individuals where knowledge, skills and experience are shared. Mentoring entails coaching, supervising and guiding the teachers in the school. It plays an important role not only in the case of support for the development of teachers' professional skills (competencies) but particularly in the process of support for the professional growth of teachers who strive to increase the quality of their teaching (Hrbackova cited in Suchankova & Hrbackova, 2017). In mentoring teachers, principals share ideas about new education programmes, discuss and proffer solution to problems encountered by teachers during instructional delivery, guide them in the preparation of lesson notes and plans, provide modalities for teachers to adopt in continuous assessment of the students among others. To amplify this, Salleh and Tan (2013) posts that mentoring practices cover all aspects of teaching such as discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking assignments. Continuing this, Salleh and Tan (2013) asserted that mentoring may take places on a one-to-one basis but also as a group whereby teachers learn from their more experienced colleagues through daily collaboration and lesson observation. Adequate mentoring of teachers is essential for enhancing staff personnel administration. Staff personnel administration is a managerial task that is concerned with recruitment, scheduling, placement, motivation, discipline and controlling of employee or subordinate in order to achieve predetermined goals and objectives. In the view of Ejeh and Okoro (2016), staff personnel administration is a set of functions and activities used in the management of human resources in a non-discriminatory affirmative and effective manner for the benefit of the organization, the individual and the society. In an earlier conceptualization of the subject matter, according to Aguba (2009), staff personnel administration involves the selection, placement and retention of people working for an organization. Continuing this, Aguba stated that it includes the study of various inter-related forces and factors that determines the work output of staff in an organization and how to harness these to ensure personnel cooperation and stable productivity. Motivation of staff, maintaining mutual interpersonal relationship and creating conducive atmosphere are among inter-related forces and factors that could stimulate staff toward contributing their best in the attainment of the school goals and objectives. Effective staff personnel administration could enhance human capital development which is very essential in improving students' academic performance through effective instructional delivery.

However, students' academic performance in Oyo State seems not to be satisfactory. To support this, Fehintola (2015) pointed out that students' outcomes in West African Senior School Certificate Examination and National Examination Council in Oyo State do not match the government and parental investment expectations. This ugly situation could be that teachers are yet to undertake training and adequately mentored to promote quality instructional delivery in the school. This makes it imperative to undertake this study.

1.1 Statement of the Problem

The utilization of human capital in education system production process is one of the preconditions for improving students' academic achievement. The performance of secondary school students in external examinations is not satisfactory. This unpleasant situation seems to suggest lapses in principals' application of human capital development practices especially in the areas of training and mentoring of teachers and inadequate staff personnel administration to enhance instructional delivery. It is in the light of the above that this study sought to investigate principals' human capital development practices for enhancing staff personnel administration in secondary schools in Oyo State.

1.2 Purpose of the Study

The main purpose of the study is to ascertain principals' human capital development practices for enhancing staff personnel administration in secondary schools in Oyo State. Specifically, the study sought to find out:

1. Principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State.
2. Principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State.

1.3 Research Questions

The study was guided by the following research questions.

1. What are principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State?
2. What are principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State?

1.4 Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State.
2. There is no significant difference in the mean ratings of principals and teachers on principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State.

2. Method

Descriptive survey design was adopted for the study. The design was adjudged appropriate for the study because the researchers collected data from representative of the study

population in order to systematically describe principals' human capital development practices for enhancing staff personnel administration in secondary schools in Oyo State. The area of the study was Oyo State which has six education zones namely: Ibadan, Ibarapa, Ogbomoso, Oke-Ogun, Oyo and Saki. The population of the study comprised all the public secondary school principals and teachers in Oyo State. Stratified proportionate sampling technique was used to sample 682 respondents made up of 94 principals and 588 teachers. The researchers developed instrument titled "Principals' Human Capital Development Practices Questionnaire (PHCDPQ)" was used for data collection. The instrument was developed based on literature reviewed and consultation with experts in the field. The instrument has two versions: one for principals and another for teachers. PHCDPQ has 16 items structured on a 4-point rating scale of Strongly Agree (SA)-4 points; Agree (A)-3 points, Disagree (D)-2 points and Strongly Disagree (SD), 1 point. The instrument (PHCDPQ) was subjected to face validity and content validation. To ascertain this, the researcher presented the title, purpose of the study, research questions and hypotheses with a copy of the questionnaire to three experts who are lecturers; two in the Department of Educational Management and Policy, and one in measurement and evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. The experts suggested that double barrel items should be restructured. Their suggestions were used to draft the final edition of the

questionnaire. The internal consistency of PHCDPQ was obtained using Cronbach alpha after trail tested on 20 principals and 20 teachers in Ondo State. The choice of Ondo State was because Oyo and Ondo States share similar characteristics as principals human capital development practices are in the States are very similar. The co-efficient for cluster, I and II of principals' version were .86 and .89 respectively, while the co-efficient for cluster, I and II of teachers version were .83 and .85 respectively. The administration of PHCDPQ was done by the researchers together with 10 research assistants who were briefed on what to do. A total of 682 questionnaires were distributed and 667 copies of questionnaire were properly filled and successfully retrieved, indicating 98 percent return. Mean and standard deviation were used in answering the research questions, while t-test was used in testing the hypotheses. Any item with mean rating of 2.50 and above is taken as agreement, while any mean rating below 2.50 is regarded as disagreement. In testing the null hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance, the null hypothesis is significant, but if otherwise, it is not significant. All data analysis was done using SPSS version 20.

3. Results

Research Question 1: What are principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State?

Table 1: Mean ratings and standard deviation scores of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State.

| S/N | ITEMS | PRINCIPALS (N = 89) | | | TEACHERS(N = 578) | | |
|-----------------------|---|---------------------|-------------|-----------------|-------------------|-------------|-----------------|
| | | Mean | SD | Remark | Mean | SD | Remark |
| 1 | Organizing workshops for teachers so as to improve their instructional strategies | 2.42 | 1.14 | Disagree | 2.35 | 1.07 | Disagree |
| 2 | Providing opportunities for teachers to attend seminars | 2.39 | 1.19 | Disagree | 2.32 | 1.19 | Disagree |
| 3 | Sponsoring teachers' conferences in order help them cope with challenges brought about by innovation | 2.38 | 1.12 | Disagree | 2.35 | 1.12 | Disagree |
| 4 | Granting study leave to teachers in order to update their knowledge | 2.68 | 1.18 | Agree | 2.55 | 1.20 | Agree |
| 5 | Organizing orientation for teachers to keep them track of new ideas | 2.57 | 1.10 | Agree | 2.53 | 1.05 | Agree |
| 6 | Organising symposium for teachers so as to enable them find solution to problem encounter during instructional delivery | 2.48 | 1.08 | Disagree | 2.40 | 1.11 | Disagree |
| Mean of Means' | | 2.49 | 1.14 | Disagree | 2.42 | 1.12 | Disagree |

Data analysis in table 1 shows that apart from items 4 and 5 with mean rating above 2.50 indicating agreement on the items; that both principals and teachers disagreed that other items are principals training practices for enhancing staff personnel administration in secondary schools in Oyo State. The overall standard deviation scores of 1.14 and 1.12 for both principals and teachers respectively indicate closer disparity and this means that principals and teachers responses are little clustered. The mean of means' of 2.49

and 2.42 for both principals and teachers respectively are below 2.50 indicated that principals have not adequately employed training practices for enhancing staff personnel administration in secondary schools in Oyo State.

Research Question 2: What are principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State?

Table 2: Mean ratings and standard deviation scores of principals and teachers on principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State.

| S/N | ITEMS | PRINCIPALS (N = 89) | | | TEACHERS(N = 578) | | |
|-----------------------|---|---------------------|-------------|--------------|-------------------|-------------|--------------|
| | | Mean | SD | Remark | Mean | SD | Remark |
| 7 | Guiding teachers on ways to improve in the preparation of their lesson notes | 2.60 | 1.22 | Agree | 2.58 | 1.05 | Agree |
| 8 | Delegating administrative tasks to teachers so as to guide them in acquiring experience | 2.51 | 1.01 | Agree | 2.44 | 1.17 | Disagree |
| 9 | Demonstrating several instructional strategies to teachers during discussion forum | 2.55 | 1.12 | Agree | 2.52 | 1.09 | Agree |
| 10 | Reviewing teachers lesson plans so as render professional advice | 2.62 | 1.13 | Agree | 2.59 | 1.16 | Agree |
| 11 | Enlightening teachers in various classroom management strategies | 2.44 | 1.19 | Disagree | 2.38 | 1.09 | Disagree |
| 12 | Vetting teachers examination questions so as to provide profession assistance | 2.47 | .99 | Disagree | 2.43 | .89 | Disagree |
| 13 | Enlightening teachers on how to handle misconducting students in the classroom | 2.70 | 1.12 | Agree | 2.60 | 1.22 | Agree |
| 14 | Guiding teachers on selection and application of teaching aids | 2.54 | 1.04 | Agree | 2.45 | 1.16 | Disagree |
| Mean of Means' | | 2.55 | 1.10 | Agree | 2.50 | 1.10 | Agree |

Table 2 reveal that both principals and teachers agreed on principals' mentoring practices for items 7, 9, 10 and 13. This is shown by mean ratings of the items which fall above 2.50 for both principals and teachers. However, the mean responses of both principals and teachers indicated disagreement on principals' mentoring practice for items 11 and 12 as their mean ratings fall below 2.50. The mean ratings of principals' indicated agreement on principals' mentoring for items 8 and 14, while that of teachers revealed disagreement on principals' mentoring practices

for the items. The pooled standard deviation scores for principals and teachers which stand at 1.10 and 1.10 respectively indicate their responses are close to the mean scores and thus their responses were little clustered. Generally, the mean of means of 2.63 and 2.50 for principals and teachers respectively fall above 2.50 indicating agreement on principals' utilization of most mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State.

Testing the Null Hypotheses

Ho₁: There is no significant difference in the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State.

Table 3: t-test analysis of no significant difference in the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State.

| Variables | N | X | SD | t-cal. | t-crit. | df | Decision |
|------------|-----|------|------|--------|---------|-----|-----------------|
| Principals | 89 | 2.49 | 1.14 | 0.06 | 1.96 | 665 | Not Significant |
| Teachers | 578 | 2.42 | 1.12 | | | | |

From Table 3, the t-calculated value of 0.06 is less than t-critical value of 1.96 at 0.05 level of significant and for 665 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in

the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on principals' mentoring

practices for enhancing staff personnel administration in secondary schools in Oyo State.

Table 4: t-test analysis of no significant difference in the mean ratings of principals and teachers on principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State.

| Variables | N | X | SD | t-cal. | t-crit. | df | Decision |
|-----------|-----|------|------|--------|---------|-----|-----------------|
| Male | 89 | 2.55 | 1.10 | 0.4 | 1.96 | 665 | Not Significant |
| Female | 578 | 2.50 | 1.10 | | | | |

From table 4, the t-calculated value of 0.4 is less than t-critical value of 1.96 at 0.05 level of significant and for 655 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of principals and teachers on principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State.

3. Discussion of the Findings

The finding of this study indicated that principals have not adequately employed training practices for enhancing staff personnel administration in secondary schools in Oyo State. This finding means that principals have not adequately organized workshops for teachers; neither provide opportunity for teachers to attend seminars nor sponsor teachers' conferences among others. This finding is in agreement with Eleje, Maduagwu and Odigbo (2013) who reported that training programmes were largely irregular and inadequate for the teachers in the primary and secondary schools. Data analysis also indicated that there is no significant difference in the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State. This implies that both principals and teachers hold similar view that principals have not adequately organized workshops for teachers, neither provide opportunity for teachers to attend seminars nor sponsor teachers' conferences among others. The result of data analysis revealed that principals utilize most of the mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State. This implies that principals mentor teachers on the areas of preparation of lesson notes and lesson plans, application of instructional strategies and handling of misconduct students among others. The finding is supported by Karanja and Gikunga (2014) who reported that there are strong administrative supports for mentorship programmes in secondary schools. Continuing this, Karanja and Gikunga revealed that mentoring is an eminently practiced programme within secondary schools. Notwithstanding, Keengwe and Adejei-Boateng (2012) contradicted this finding, when they reported that teachers did not have access to trained mentors in their schools. This contradiction could be attributed location difference. The finding of this study also revealed that there is no significant difference in the mean ratings of principals and teachers on principals' mentoring practices for enhancing staff personnel administration in secondary schools in Oyo State. This implies that both principals and teachers have similar opinion on principals mentoring of teachers on the areas of preparation of lesson notes and lesson plans, application of instructional strategies and handling of misconduct of students among others.

4.1 Implications of the Findings

The implications of these findings to the field of education are of a great importance. The findings are indications that grants are not adequately provided for human capital development in secondary schools. With the persistent of this problem, teachers are likely to lag behind especially in knowledge and skills to cope with innovations in the

educational system. Consequently, there will be poor quality of secondary school products.

4. Conclusion

Based on the findings of this study, it is concluded that principals have not adequately utilized human capital development practices for enhancing staff personnel administration. Also, there is no significant difference in the mean ratings of principals and teachers on principals' human capital development practices for enhancing staff personnel administration in secondary schools in Oyo State.

5. Recommendations

Based on the findings; the researchers recommended that:

1. Government should provide annual grants for principals to sponsor teachers workshops, seminars and conferences to enable them update their skills and knowledge on current issues and also help them adapt to innovation in educational practices.
2. There is need for principals to mentor teachers on various classroom management strategies and formulating examination questions.

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